



SEND Information Report

2025-26

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find the SEND Policy on the Oak Partnership Trust website: [Policies | The Oak Partnership Trust](#)

You can ask a member of staff to send you a copy of the policy.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED:	DESCRIPTION:
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Cognition and Learning	This area relates to children who have learning difficulties, meaning they may find it harder to process and understand information. This can include conditions like dyslexia (difficulty reading and writing), dyscalculia (difficulty with numbers), or more general processing difficulties.
Communication and Interaction	This includes children who have difficulties with speaking, understanding others, or socialising. They might find it hard to express themselves clearly, understand language, or interact with other children or adults in social settings. Conditions like Autism often fall under this category.
Social, Emotional and Mental Health	Children with SEMH needs might experience emotional difficulties or behavioral challenges. They could struggle with regulating their emotions, dealing with stress, or managing relationships with others. This category includes conditions like anxiety or depression.
Sensory and/or physical	This area includes children with physical disabilities or sensory impairments, such as difficulty seeing or hearing. It can also include children who have conditions that affect their movement, coordination, or require extra support to manage daily tasks.

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO:

Carly Anderson.

She has been a SENCO for 2.5 years and holds the National Award for SEND Coordination (NASEND). Before becoming a SENCO, Mrs. Anderson was a teacher for 20 years.

Mrs Anderson is supported by Gemma Poulson, our Pastoral Coordinator, and Mrs Lewis and Miss Burkinshaw our ELSAs.

You can contact the SENCO at Ruishton C of E Primary School by:

Telephone: 01823 442832

Email: ks1senco@ruishton.oak.education for pupils in EY-Y2 and Ks2senco@ruishton.oak.education for pupils in Years 3-6

Staffing Team:

Teachers

All our teachers hold degrees and 'qualified teacher status' or are working towards QTS. Teachers receive SEND training and are supported by the SENCO, Senior Leaders, and a wide range of external agencies and professionals, to meet the needs of children who have SEND.

Support Staff

We have a team of Teaching Assistants, including a higher-level teaching assistant (HLTA) who is trained to deliver provision for children with SEND. We also have a Pastoral Co-ordinator.

Staff have been trained in several specialist areas in order to support pupils in class and intervention sessions. Examples of training include but not limited to:

- Mental health first aid
- Senior Mental Health Lead
- Social Stories
- ADHD Awareness
- Sensory Processing
- Early Help
- Pathological Demand Avoidance (PDA)
- Social Communication, Emotional Regulation, and Transactional Support (SCERTS)
- Forest School Intervention
- Individualised Literacy Intervention (ILI)
- Emotional Literacy (ELSA)
- Nessy
- Makaton
- Crisis Prevention Institute Safety Intervention

External agencies and experts

Sometimes we need extra help to offer the children at our school the support they need. Whenever necessary we will work with external support services to meet the needs of children with SEND and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Assistant educational psychologists
- Access to Inclusion: Advisory Teachers
- Somerset Vision Team: Advisory Teachers
- Somerset Hearing Team: Advisory Teachers
- Occupational therapists
- GPs or paediatricians
- School nurses
- Health Visitors
- Taunton Deane Partnership College: Specialist Social, Emotional and Mental Health Support: Advisory Teachers, HLTAs,
- Alternative Provision: Otterhead Forest School, Player Ready, Conquest Equestrian, Tubers
- Selworthy Special School
- Play Therapists
- SASP: Mentor Scheme
- Family Intervention Service (FIS)
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Physiotherapists
- Specialist Nurses: Diabetes, Catheter Care and Gastrostomy Care
- Josephine's Star: Specialist bereavement support
- Voluntary sector organisations
- Safe Families
- Link LDA: Somerset Key Worker Service
- Route 1: Child Advocates
- Young Somerset
- Parent Carer Forum
- PFSA- Parent Family Support Advisor

3. What should I do if I think my child has SEND?

1. If you think your child might have SEND, **the first thing you should do is tell their class teacher** (you can also contact the SENCo directly). You can contact your child's class teacher, or the SENCo, by:

Tel: 01823 442832

Email: ks1senco@ruishton.oak.education or Ks2senco@ruishton.oak.education

Step	Who it will involve:	What they will do:
2. Assess Plan	Child Parent / Carer Class Teacher (SENCo)	Your child's Class Teacher will arrange to meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. They will then work with you, and your child, to decide what outcomes to seek for your child and what the next steps should be. They will ask for help and support from the SENCo as necessary. Your child's teacher will make a note of what's been discussed in your child's record.
3. Do	Child Parent / Carer Class Teacher (SENCo)	Your child's class teacher will then work with you to support your child to achieve the outcomes identified in the meeting. If needed, the class teacher can seek additional help / advice from the other teachers in the school, or the SENCo.
4. Review	Child Parent / Carer Class Teacher SENCo	After this, in discussion with you and your child, your child's class teacher will review progress towards achieving the outcomes set. At this point, your child's class teacher may recommend that they contact the SENCo for further advice and support.
5. Assess Plan	Child Parent / Carer Class Teacher SENCo	The SENCo will then work with you, your child, and their Class Teacher to find out a little more about your child's strengths and needs. Together, you will agree the next outcomes for your child and the provision necessary to meet those outcomes. The SENCo will make a note of what's been discussed in your child's record.
6. Do	Child Parent / Carer Class Teacher SENCo	Your child's class teacher will then work with you to support your child to achieve the outcomes identified in the meeting. If needed, the class teacher can seek additional help / advice from the other teachers in the school, or the SENCo.
7. Review	Child Parent / Carer Class Teacher SENCo	After this, in discussion with you and your child, your child's class teacher will review progress towards achieving the outcomes set.

If, together, we decide that your child needs '**SEND Support**' we will ask your consent to add their name to the school's **SEND register**.

SEND Support is the extra help and resources provided to children with Special Educational Needs and Disabilities (SEND) to help them succeed. This support is personalised to meet each child's needs. It can include things like:

- Special teaching strategies or resources (like extra time on tasks or visual aids)
- Intervention support from teaching assistants or external professionals / agencies (such as Speech Therapists or ELSAs)
- Adjustments in the classroom, like quieter spaces or different ways of learning

The goal of SEND Support is to ensure that every child, regardless of their SEND needs, has the opportunity to learn, grow, and reach their full potential.

The SEND Register is a list that schools keep of all the children who have Special Educational Needs and Disabilities (SEND). It helps teachers, the SENCo, and Senior Leaders, keep track of which children need extra support or adjustments in their learning. It helps to make sure that children with specific needs get the right kind of help and support. The SEND register helps everyone involved in the child's education stay organised and focused on giving the best support possible.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEND and are on the lookout for any pupils who aren't making the expected level of progress in their development in any of the four broad areas of need (see above). This might include: difficulties with learning, struggling with friendships or managing emotions, difficulties hearing / seeing, or difficulties with sensory processing.

If a teacher notices that a child is struggling to make progress, they try to find out if the child has any gaps in their learning or development. If they can find a gap, they will give the child extra support to try to fill it. Children who don't have SEND usually make progress quickly once the gap in their learning or development has been filled.

If, after some extra support, the child is still struggling to make the expected progress, the teacher will talk to the SENCO. They will also contact you to discuss your child's strengths and needs and how we can work together to support them to make progress.

The SENCo may do the following things to help them find out a little more about your child's strengths and needs and how best to support them:

- Talk to the child
- Observe them in class or on the playground
- Look at their work in class
- Do some assessments
- Look at your child's progress and development over-time in relation to their peers and available national data
- With your agreement, ask for advice from external agencies / professionals – e.g. occupational therapists / advisory teachers etc.

Based on all of this information, the SENCO, in discussion with you and your child's class teacher, will decide whether your child needs **SEND support** (see above).

If your child does need **SEND support**, with your consent, their name will be added to the school's **SEND register** (see above). Your child's class teacher will work with you, your child, and the SENCo, to create an 'Individual Education Plan,' and 'Adaptations Passport,' to support your child at school.

5. How will the school measure my child's progress?

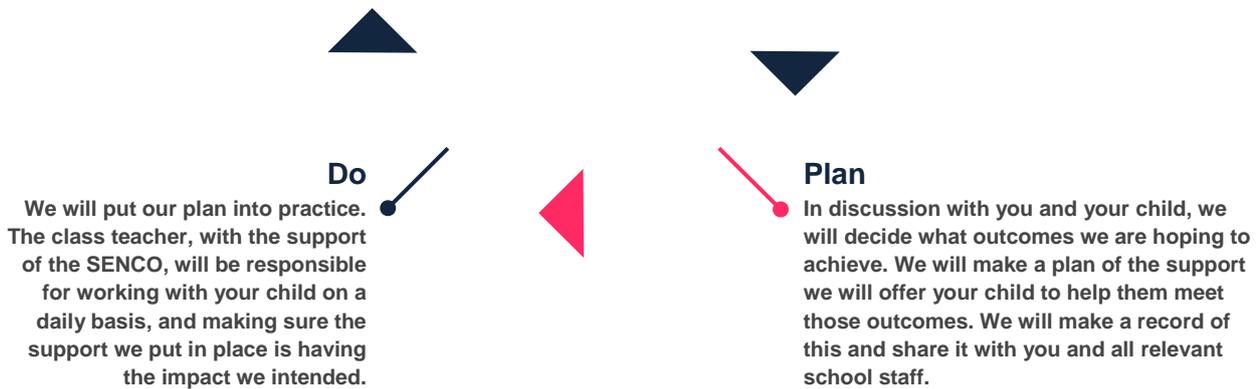
We will follow the 'graduated approach' to meeting your child's SEN needs. The graduated approach is a 4-part cycle of: **assess, plan, do, review**.

Review

We will assess how well the support we put in place helped the child to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

Assess

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for input from you and your child, as well as getting help from external professionals where necessary.



The graduated approach starts with an **assessment** of your child's strengths and needs. We can then use the assessment information to **plan** next steps. We will work with you and your child to decide which outcomes we would like your child to work towards and how we will support them to achieve those outcomes.

Whenever we **'do'** an intervention with your child, we will assess them at the start and end of the intervention. We do this so we can see how much impact the intervention has on your child's progress. During the **'do'** phase of the graduated response, we will track your child's progress towards the outcomes we set over time. We will change, and improve, our support offer, as we learn what best supports your child to achieve the outcomes set at the **'plan'** stage.

At the end of the **'do'** phase, your child's progress towards the outcomes set will be **'reviewed'**.

After the **'review'** the graduated response (**assess-plan-do-review**) begins again. This process is continual. If the **'review'** shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the outcomes, strategies and provisions will be revisited and refined over-time.

6. How will I be involved in decisions made about my child's education?

We know that you're the expert when it comes to your child's strengths, needs and aspirations and how best to help them. The Special Educational Needs and Disabilities Code of Practice (DfE: 2014) sets out the central role that you, and your child, should have in making decisions about their education. We want to make sure you have a full understanding of how we're trying to meet your child's needs, and value your insight into the best ways to support your child at home and school.

We want to hear from you as much as possible, so that we can build a picture of how the SEND support we are providing is impacting your child outside of school. If your child's strengths, needs, or aspirations, change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff.

If you have concerns that arise between contacts, please contact your child's class teacher, or the SENCo:

Tel: 01823 442832

Email:

ks1senco@ruishton.oak.education

Teachers will provide an annual report on your child's progress. In addition, your child's class teacher will meet with you at least twice a year, at parent / carer consultation evenings, to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

This will be recorded in your child's 'Individual Education Plan' (IEP) and 'Adaptations Passport'.

In addition, you can arrange to speak to / meet with your child's class teacher, and / or the SENCo, at any time:

Tel: 01823 442832

Email:

ks1senco@ruishton.oak.education

Ks2senco@ruishton.oak.education

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible, and accountable, for the progress and development of **all** the children in their class.

High-quality first teaching is always our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum that is 'adapted' and 'differentiated' to meet their needs. We will change how we teach to suit the way your child learns best. There is no '1-size-fits-all' approach to adapting, or differentiating, the curriculum for children with SEND. Teachers work on a case-by-case basis to make sure the adaptations, and / or differentiations, they make are effective for your child.

Our Accessibility Plan sets out how we are continually working to improve access to all aspects of school life for children with SEND.

You can read the school's Accessibility Plan here: [Policies | The Oak Partnership Trust](#)

Adaptations may include:

- Differentiating our curriculum to make sure all children are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style, content of the lesson, and / or resources etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, providing visuals etc.
- Adapting our resources and staffing
- Using recommended resources, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support children 1:1, in small-groups, and as part of a whole class.

The school may also provide the following research-based interventions:

Name of Intervention	Purpose of Intervention
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Colourful Semantics	This is a research-based, visual way to help children improve their language skills, especially when it comes to forming sentences and understanding how words work together. This can be especially helpful for children who have difficulty with speaking or understanding language.
Block Therapy	Block Therapy uses Lego blocks and is designed to support children to develop skills in social communication and interaction.
Emotional Literacy Support Assistant (ELSA)	ELSAs work to help children recognise, and name, their emotions. They also help children to develop strategies to manage their emotions.

These interventions are part of our contribution to Somerset’s local offer. You can explore Somerset’s Local Offer for children with SEND here: [Somerset’s SEND Local Offer](#)

10. How will the school resources be secured for my child?

It may be that your child’s needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that’s the case, we will consult with external agencies and professionals to get recommendations on what will best help your child access their learning.

If your child has an EHCP, the Local Authority will allocate additional ‘High Needs Funding’ to facilitate the provision set out in Section F of their EHCP.

11. How will the school make sure my child is included in activities alongside pupils who don’t have SEND?

All children are encouraged to take part in every aspect of school life. No child is ever excluded from taking part in activities because of their SEND needs and we will make whatever reasonable adjustments are needed to make sure they are included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

The Admissions Authority for Ruishton Primary School is The Oak Partnership Trust.

An Admissions Committee comprising of Directors is responsible for taking all admission decisions for children starting in reception and for joining the school during the academic year, including children with SEN or a disability. All pupils are fairly offered a place using the criterion set out in our Admissions Arrangements, which can be found here: [Admissions Arrangements 2025-26](#)

Somerset Local Authority is responsible for co-ordinating all applications for children starting school. These admissions arrangements should be read in conjunction with Somerset’s published co-ordinated Admissions Scheme for September 2025.

13. How does the school support pupils with disabilities?

We work continually to improve our support for children with disabilities. More information about this can be found in the school's Accessibility Plan, here: [Policies | The Oak Partnership Trust](#)

14. How will the school support my child's mental health, and emotional and social development?

We recognise that children's social, emotional and mental health and wellbeing is vital if they are going to achieve positive outcomes in education and into adulthood. We provide support for children to progress in their emotional and social development in the following ways:

- Trauma-informed 'Behaviour Policy' that recognises that all behaviour is a form of communication.
- Teachers and TAs are trained, and experienced in using emotion-coaching and a PACE approach to supporting children's social, emotional and mental health and development.

We provide extra pastoral support for listening to the views of pupils with SEN by offering appropriate intervention. The school offers ELSA, Block Therapy, Social Stories and regular check-ins, in addition to referral to our school partner MHST.

We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by ensuring all behaviour is monitored and all staff are required to follow our Anti-Bullying policy.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years (including key stages)

To help pupils with SEN be prepared for a new school year we will offer a range of standard and additional approaches:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- Schedule sessions with the incoming teacher towards the end of the summer term
- Schedule extra familiarity sessions in the class
- Use Social Stories
- Photo booklets of new staff and classroom
- Offer a session during September INSET for parents and pupils to come into school for a familiarity session

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting. We will liaise closely with you on the best approach to fit your child.

Between Key Stages (to secondary school)

The SENCO of the secondary school meets with our SENCO to discuss the needs of the incoming pupils near the end of the summer term. We arrange meetings with the parents/carers of incoming pupils to discuss how we can best welcome their child into our community.

16. What support is in place for looked-after and previously looked-after children with SEN?

Ruishton Primary School's designated teacher for looked-after children and previously looked-after children is Miss Bethan Stacy, Assistant Head.

Miss Stacy will work with Mrs Anderson, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

We encourage strong relationships and collaboration with parent and carers in order to meet the needs of all pupils. Where we might fall short, parents and carers are encouraged to raise concerns or complaints about SEN provision directly to the class teacher in the first instance. Where this cannot be resolved, you will then be referred to the school's complaints policy: [TOPT Complaints Policy](#)

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit:

<https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission

- Exclusion

- Provision of education and associated services

- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

Insert contact details of the disagreement resolution and mediation services for your local authority/ies here.

18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Somerset's local offer; more information can be found on our school website. Somerset LA publishes information about the local offer on their website:

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

<https://somensetsendias.org.uk/>

A wealth of local organisations that offer information and support to families of children with SEN can be found on the SEND local offer page for Somerset:

<https://www.somerset.gov.uk/children-families-and-education/the-local-offer/find-send-services/>

National charities that offer information and support to families of children with SEN are:

- [IPSEA](#)

- [SEND family support](#)

- [NSPCC](#)

- [Family Action](#)

19. Glossary

Access arrangements – special arrangements to allow pupils with SEN to access assessments or exams

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Area of need – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs

CAMHS – child and adolescent mental health services

Differentiation – when teachers adapt how they teach in response to a pupil's needs

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan

EHC plan – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs

First-tier tribunal / SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN

Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

Local offer – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area

Outcome – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENCO – the special educational needs co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN

SEN support – special educational provision that meets the needs of pupils with SEN

Transition – when a pupil moves between years, phases, schools or institutions or life stages